

Writing a personal savings statement in many languages

Using the strategies of expository writing and writing in their language of study, students create a personal savings statement sharing their own beliefs about saving money.

Learning goals

Big idea

Saving money can help you achieve financial well-being.

Essential questions

- Why is saving money a good financial strategy?
- What do you feel is worth saving for?

Objectives



- Create a well-crafted expository paragraph that describes why saving money is important to you
- Begin to plan for spending and savings decisions that are aligned with personal goals and values

What students will do

- Write a topic sentence in their language of study that presents their values or ideas related to saving money.

KEY INFORMATION

Building block:

-  Executive Function
-  Financial habits and norms

Grade level: High school (9-12)

Age range: 13-19

Topic: Save and invest (Saving for long-term goals)

School subject: CTE (Career and technical education), World languages

Teaching strategy: Personalized instruction, Direct instruction

Bloom's Taxonomy level: Create

Activity duration: 45-60 minutes

STANDARDS

Council for Economic Education
Standard III. Saving

Jump\$tart Coalition
Spending and saving - Standard 1

- Write and organize at least three supporting sentences in their language of study that broaden and deepen the points made in their topic sentence.
- Write a concluding sentence in their language of study that summarizes key points or revisits ideas from the topic sentence.

Preparing for this activity

- ☐ While it's not necessary, completing the "Storing my savings" and "Evaluating savings scenarios" activities may make this one more meaningful.
- ☐ Print copies of all student materials for each student, or prepare for students to access them electronically.

What you'll need

THIS TEACHER GUIDE

- **Writing a personal savings statement in many languages** (guide)
[cfpb_building_block_activities_writing-personal-savings-statement-languages_guide.pdf](#)

STUDENT MATERIALS

- **Writing a personal savings statement in many languages** (worksheet)
[cfpb_building_block_activities_writing-personal-savings-statement-languages-worksheet.pdf](#)

Exploring key financial concepts

Saving money is a strategy for achieving financial goals that is appropriate for people around the world, in many cultures and many countries. To stay motivated to save money, it helps to have a clear idea of what is worth saving for. Saving is a personal experience. Different people are motivated to save for different things. Teens who save money can use it for travel and transportation, clothes, communication or technology costs (cell phone, laptop, etc.), and education. Many things influence both our short- and long-term financial decisions. Core values are underlying principles that help people prioritize how they spend their time and money. Values inform how we decide what is more important when alternatives compete for our time, energy, and – importantly – money. Articulating your own values around saving and identifying what's important to you will help you to make spending and savings decisions that are aligned with personal goals and values.

Teaching this activity

Whole-class introduction

- Distribute the “Writing a personal savings statement in many languages” worksheet.
- Be sure students understand key vocabulary:
 - **Long-term goals:** Goals that can take more than five years to achieve.
 - **Savings:** Money you have set aside in a secure place, such as in a bank account, that you can use for future emergencies or to make specific purchases.
 - **Short-term goals:** Goals that can take a short time, or up to five years, to reach.
- Explain that an expository paragraph includes three parts: a topic sentence, at least three supporting sentences, and a concluding sentence.
- Encourage students to be as descriptive as possible, using applicable terms and expressions from their language of study.

Individual work

- Students will complete the “Writing a personal savings statement in many languages” worksheet.
- Be sure students address each of the three parts of an expository paragraph, writing only in their language of study:
 - A topic sentence that presents their topic or main idea. In this case, they will describe what their core values are related to saving money.
 - At least three supporting sentences that provide evidence or examples to reinforce their topic sentence.
 - A concluding sentence that summarizes key points or revisits ideas from the topic sentence.
- Optional: You may have them use their worksheet as a first draft and turn their response into a more formal paragraph submission.

Wrap-up

- Leave time to bring students back together to discuss how writing their own personal savings statement helps them to articulate their own personal beliefs about saving money.
- Ask students to reflect on the challenges they faced as they tried to articulate these ideas in the language they’re studying.

Suggested next steps

Consider searching for other activities that address the topics of save and invest, such as choosing how to save, saving for long-term goals, and saving for short-term goals.

Measuring student learning

Once students complete the “Writing a personal savings statement in many languages” worksheet, you’ll have an idea of their learning and understanding.

If you choose to use the scoring rubric below to grade this activity, be sure to share it with all students so they know what criteria matter most and they can plan accordingly.

Keep in mind that students’ answers may vary, as there may not be only one right answer. The important thing is for students to have reasonable justification for their answers.

Answer guide

Criteria	Possible points	Points earned
Grammar/style: Uses correct grammar and appropriate sentence, paragraph, and writing conventions in their language of study.	15	
Vocabulary/word choice: Selects words and phrasing from their language of study to get their points across effectively.	15	
Topic sentence: Clearly presents a main idea for the paragraph in their language of study.	20	
Supporting sentences: Includes at least three sentences in their language of study that provide evidence or examples to reinforce the topic sentence.	30	
Concluding sentence: Summarizes key points or revisits ideas from the topic sentence to bring closure in their language of study.	20	
Total points	100	